

Relationship-Based Professional Development Credential Course

Learning Activities for Session 1 – Introduction to RBPD: Defining RBPD and Competencies

Please note: The RBPD Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

[Session 1 Overview](#)

Course Level:

2

Knowledge Competency Framework for Early Childhood Practitioners:

Content Area V: Historical and Contemporary Development of Early Childhood Education - 2 hours

Content Area VI: Professionalism- 1 hour

RBPD KCF Content Areas:

I. Professional and ethical practices

CDA Content Area:

Professionalism

Learning Objectives:

- Objective 1: Identify the overall goals, objectives and process of the MN RBPD Credential
- Objective 2: Analyze portions of Minnesota's Knowledge and Competency Framework for Relationship-based Professional Development Specialists
- Objective 3: Compare RBPD roles, identify responsibilities and potential impact

Introductory videos:

- Welcome to the RBPB Credential
- Introduction to Professionalism (Sessions 1-4)

Reading: Session 1 Documents

Lecture Notes, PPTs and Handouts:

- Session 1 PPT MN RBPB Credential Overview
- Session 1 Lecture Notes A – Credential Overview
- Session 1 Lecture Notes B – RBPB Competencies
- Session 1 Lecture Notes C – Research on RBPB
- Session 1 RBPB Online Credential Overview (FOR *ONLINE VERSION*) **OR**
- Session 1 RBPB Hybrid Credential Overview (FOR *HYBRID VERSION*)
- Article: Observe, Reflect and Apply (Chu, M. 2012)

Web Resources:

- *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* <https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG>
(This will be available for every session)

Ongoing Resources:

- *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* <https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG>
(This will be available for every session)
- **Glossary**

Getting Started in this course:

- **View the two introductory videos**
- **Post a video introducing yourself:** In Canvas, complete a 2-minute video introduction sharing a little about yourself. Your video can include information about yourself, your work, your interest in the course topic, and anything you would like your classmates to know about you. You have two minutes!
 - Instructions for posting your video will be in the Canvas discussion board.

- **In Canvas, reply** to two fellow participants' video posts—reply on their post, pose a question, share something you noticed, or that you have in common

Introductory Discussion Board:

Due Date: Initial posts due by.

- Think of a time when someone coached or mentored you and it made a positive difference (you learned, grew, improved on a skill, etc.). This does not have to be about early childhood or your job, though it could be. Describe 2-3 ways that person coached or mentored you. Please be specific in describing what it was they did and how it helped you grow or meet your goal. (Responses for your initial post to this introductory Discussion Board should be approximately 75-100 words.)

Discussion Board:

Session 1 Discussion Board Due Dates :

- **Post by:**
- **Respond to at least three additional posts by others by:**

Review *Minnesota's Knowledge and Competency Framework for Relationship-Based Professional Development Specialists* (one of the documents for this course) and choose to focus on one of four parts of the document:

1. "Introduction" "Guiding principles of RBPDP" and "Uses of this framework" (p. 1-3)
2. "Dispositions of RBPDP Specialists" (p. 3-5)
3. "Competencies for RBPDP Specialists" (p. 6-23)
4. "Key terminology" (p. 24-26)

Introduce your chosen section to the rest of the group. Some ideas to think about in your report to the rest of us:

- Two or three sentences describing this section.
- How might an RBPDP Specialist use this section?
- Why might they be interested?
- An idea or two in this section that jumped out at you.

If you choose the section on competencies (p. 6-23), you don't need to walk us through the whole section. Think about what it would be useful for the rest of us to know or notice about your segment and write about it.

Video Chat Discussion:

- We will use Zoom to conduct our live video chats.
- [Watch this video to learn how to log in to Zoom](#)

Video Chat preparation:

Before the chat, read Lecture Notes A, B, and C and think about these questions:

- Welcome and introductions: introduce selves with name and a sentence that describes how your work connects with RBPB
- Why are dispositions important to think about in RBPB? When you think about dispositions, where do you see your strengths? Challenges?
- What was one piece of research on RBPB that stood out for you (and why) from the lecture notes and other reading/s? (Think about what research you can imagine sharing with others.)
- What is one question you have about research on RBPB?
- Do you have any questions about this course?

Reflection Assignment:

Read through and reflect on the *Minnesota's Knowledge and Competency Framework for Relationship-Based Professional Development Specialists* and then:

- Choose at least 2 content areas and rate yourself: "proficient," "in process" or "beginning." If you are not yet working in a formal RBPB specialist role, identify two content areas that fit a particular strength you use in your current position that you believe will be particularly helpful in relationship-based professional development.
- Select 2 competencies you plan to work on during this credential. Describe where you feel you are now and where you would like to be within the next year for each of them. As in the first bullet, if you are not currently an RBPB specialist, choose 2 competencies that you believe matter in your current role AND would build skills that apply to RBPB. Please be specific in listing the number of each competency (such as "VII.B.7) and describing the competency from the Knowledge and Competency Framework document.

Remember to reflect on why these areas fit strengths or are chosen to work on. Use thinking from the Discussion Board, readings, and video chat to inform your reflection about your own goals.